Fairfield Infant and Colneis Junior Schools

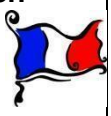
Year 3 Autumn Term Curriculum Information 2026

Year group teachers:	• 3J– Mrs Jacobs (Phase Leader - Year 3 and 4) • 3P – Mrs Adams • 3RA– Mrs Rowlandson (Mon-Wed) and Miss Aberdein (Thurs-Fri)
Year group support staff:	• Mrs Hill • Mrs Kellett • Mrs Luck
Dates for the diary: 	**Thursday 10th September - History Off the Page – The Stone Age –** Children will take part in a number of activities to launch our new topic. **Friday 11th September at 9am- 9.20am - Parents invited into class**. This will be an opportunity for class teachers to share information with you such as reading expectations and homework, and a chance for you to ask any questions. Any information shared will be sent via Parentmail to parents following this. **PE and Swimming** Year 3 have PE on the following days: Monday and Friday – Please can children arrive at school in their PE Kits. Please can earrings be removed for these days. Your child will need their swimming kit on a Monday. **Parents' Open Morning – Friday 6th November 9:05- 9.45 –** Reading focus **Parents Evening - Tuesday 29th September and Wednesday 30th September** (further details to follow). **Outdoor Learning** – This term, Year 3 will have a number of outdoor learning sessions on a Wednesday. They will get to know the Colneis grounds and wildlife area as a habitat for different plants and creatures. Some activities will link to the Year 3 science curriculum or to the National Education Nature Park programme.

Curriculum areas to be covered this term in:

English   	**Types of texts we will be looking at this term** – Sentence composition, poetry, first person narratives and non-chronological report, formal letter, dialogue through narrative and performance poetry. The children will be learning: **Spoken language** • to listen and respond appropriately to adults and other children • to ask relevant questions to extend their understanding to build vocabulary and knowledge • to join in with discussions, presentations and small performances **Reading – Greta and the Giants, Pebble in my Pocket, Leon and the Place Between.** • to apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet • develop positive attitudes to reading by listening to and discussing a range of fiction, poetry and plays as well as non-fiction • to ask questions to improve their understanding of a story • to prepare poems to read aloud and to perform • to discuss words and phrases that capture the reader's interest • to predict what might happen from details stated and implied • to use a range of strategies to read with fluency and expression • to use inference using evidence from the text • to summarise information • to compare texts **Writing- First Person Narrative, Non Chronological report, Dialogue, Poetry** • to plan their writing by looking at similar texts and discussing and recording ideas

	● to compose and rehearse sentences orally ● to retell a familiar story ● to use headings and subheadings to organise their non-fiction writing ● to organise paragraphs around a theme ● to use poetic devices such as similes ● to use adjectives and expanded noun phrases ● to use verbs and adverbs ● to extend the range of sentences with more than one clause using *when, if, because, although* ● to use the form *a* or *an* according to whether the next word begins with a vowel or consonant ● to consolidate the correct use of capital letters, full stops, question marks, exclamation marks and commas to separate items in a list ● to use the diagonal and horizontal strokes needed for joined handwriting using 'Penpals' scheme **Phonics and Spelling** ● to revise and extend grammar/spelling rules learnt in Year 2, applying knowledge of Ph 5/6 phonics ● to read and write words that are common exception words ● to read and write words that use suffixes such as 'er' 'ed' 'ing' 'ness' and 'ful' ● to teach and apply the 'i' sound spelt 'y' (fly –flies, cry – cried, lucky – luckiest) ● to understand the concept of homophones and near homophones ● to understand contractions using an apostrophe ● to use phonics and grammar rules to spell Year 2 and 3 words accurately
Maths 	The children will be learning to: ● read and write numbers to at least 1000 in numbers and in words ● Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) ● identify, represent and estimate numbers using different representations ● compare and order numbers up to 1000 ● solve number problems and practical problems involving these ideas ● add and subtract numbers mentally, including; a three-digit number and ones a three–digit number and tens a three-digit number and hundreds ● begin to use a formal written method for addition and subtraction or numbers up to 3 digits, but continue to think about when a mental method is more appropriate ● write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods ● solve problems, including missing number problems, involving multiplication and division ● count from 0 in multiples of 10 ,25, 50 and 100 ● begin to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ● revise and develop quick recall of addition facts up to 20 and multiplication and division facts for 2,5 and 10 times tables
Science 	The children will learn to work scientifically through the following science topics by: ● asking relevant questions and finding different ways to answer them ● observing carefully, sorting and classifying ● comparing, and identifying similarities and differences **Animals, including humans** ● To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. ● To identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Rocks and Soils and Fossils:** ● describe in simple terms how fossils are formed when things that have lived are trapped within rock. ● compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. ● recognise that soils are made from rocks and organic matter.
Topic (History	The topics for this term are: **Stone age to Iron age, Celtic Britain and the Roman Invasion** The children will be learning: ● to use historical vocabulary and to understand that there are different versions of the past that exist and why ● to select relevant information from texts, and explain and summarise main points

and Geography) 	● about changes in Britain from the stone age to the iron age ● about what life was like in Celtic Britain ● to explore the effects of being invaded on a community and to begin to understand the possible reasons for the invasion of one country by another ● about Boudicca and British resistance to the Roman invasion **Life in Roman Britain** ● to explore what life was like in Roman Britain; ● to collect and present information that they have researched; ● to develop an awareness of the legacy left by the Romans. **The Anglo-Saxon and Viking Invasions** ● about where the Anglo-Saxons and Vikings came from and why they left their homelands; ● to explore what life was like in Saxon and Viking Britain ● to understand the significance of Sutton Hoo ● to develop an awareness of the legacy left by the Saxons and Vikings
PE 	The children will be developing skills in: ● Gymnastics – travelling in different directions and linking travelling actions and balances and creating a sequence. ● Games – Invasion games - developing the skills needed to play games based on simple forms of basketball, handball and football and net games such as tennis (Over 2 terms rotation between classes) ● Dance – develop dance movements using a stone age theme (linked to history topic) ● Swimming **N.B.** For indoor PE the children need shorts and house colour T-shirt and will usually have bare feet. For outdoor games, especially as the weather gets colder, they must have trainers, jogging bottoms and a warm sweatshirt. For swimming the children need a costume or trunks, swimming hat and towel. **Earrings must be removed for PE and swimming.**
RE 	The theme for this term is 'Religion and the individual' The children will investigate this theme through questions such as: How do Christians show that reconciliation with God and other people is important? Why does a Hindu want to collect good karma?
Art and DT 	The children will be learning: **Art** How can we use colour and style to create a piece of artwork in the style of Picasso? ● to develop their observation and drawing skills **DT** ● to develop the skills necessary to produce a product from a range of materials
Music 	● The children will be using the Charanga Musical School to learn musical theory, notation, compose and play their own work using a glockenspiel.
French 	The children will be learning: **Bonjour** ● Saying hello and goodbye ● Asking and saying name ● Asking and responding to how they are ● numbers 0-10 **En Classe** ● classroom objects ● colours ● a range of instructions ● days of the week
PHSE 	The children will be developing skills in and thinking about: ● Healthy eating ● Zones of Regulation ● Feelings and emotions ● Black History month ● Firework safety ● How to solve disputes and conflicts ● Human Rights
Computing	The children will be learning: ● how to log on to the school network and how to save and retrieve documents ● to manipulate and combine text and graphics to present information ● to use appropriate effects and resize graphics

	● about e-safety including: -sharing personal information -communicating and collaborating safely and respectfully online -comparing real world and online friendships ● -beginning to understand the need for health and safety practices when using digital technologies ● coding: - To understand what a flowchart is and how flowcharts are used in computer programming. - To understand that there are different types of timers. - To be able to select the right type of timer for a purpose. - To understand how to use the repeat command. - To use coding knowledge to create a range of programs. - To understand the importance of nesting. - To design and create an interactive scene.
Homework	● Our reading target continues to be a minimum of 4 times a week, which can include the book sent home by the class teacher, home books, library books, newspapers, comics and magazines. **Please remember to record any home reading in your child's reading record**. ● Accelerated Reader- Once a child has read their book, they need to quiz on the book they have read at school using their chrome books. This tool helps teachers identify areas to support children with their comprehension. ● Doodle English – Tasks will be set on Doodle English for reading and spelling. These will be set on a Wednesday and need to be completed by Monday. ● Times tables - In Year 3 we support the children with learning specific times tables (3, 4 and 8 times tables). We will also revisit 2, 5 and 10 times tables. Please use Times Table Rockstars app to support your child with their learning.

Additional information about ways in which you can help your child at home**:**

- Encourage them to organise their own things ready for school and take care of their belongings
- Encourage them to get dressed independently, including socks and shoes
- Encourage them to talk about what they have learnt in school that day, personal achievements, however small and the things they enjoyed
- Teach them how to tell the time using an analogue clock and digital clock
- Read to your child as well as encouraging your child to read to you. Ask and answer questions about what they have read. There is a great deal of information about supporting your child's reading in the front of the reading diary.